

## Squadron Aerospace Education Activity Report

### What Is It?

A method of recording aerospace education program actions at the squadron level and reporting this information to the squadron commander and the Wing DAE.

### Who Does It?

The squadron Aerospace Education Officer.

### Why Do This?

This information assists the Wing DAE in:

- 1) Compiling aerospace education program information which is required for assessing aerospace education activities in the wing;
- 2) Evaluating wing aerospace education performance as measured against the annual Wing Aerospace Education Plan of Action goals, and
- 3) Preparing the Wing Aerospace Education Activity Report which serves as the official annual record of the wing's aerospace education program and the basis for earning a region or national Aerospace Education Mission Award.

### Materials Required

- Squadron -- Aerospace Education Activity Report form (found in CAPP 15).
- Copies of squadron aerospace education records and data.

### Procedure

- Complete Squadron Aerospace Education Activity Report form.
- Submit to Squadron Commander and to Wing DAE.

### Step by-Step Instructions:

- ☐ **Obtain the report form and study it to determine information needed to complete it.**

\_\_\_\_ Form is published in CAPP 15, *Aerospace Education Officers' Handbook*.

- ☐ **Gather information required to complete the report.**

\_\_\_\_ AEPSM (Yeagers), 215 Specialty Track, Cadet AE counselor support, Attendance at AE Conferences, Wing/Region Conference AE seminar, AE workshops, National Congress on Aviation and Space Education, Support to schools and AEM interactions, Support to outside organizations and groups, Special squadron AE activities and AE Excellence Award participation, Squadron AE current events discussion program, Brewer Award nominations, Crossfield Teacher Award nominations, Crown Circle Award nominations, Squadron AE resources, bulletin board and resource center program. (Note: Having a notebook or set of files covering each of these areas and keeping notes and records as events occur will make the end-of-year report easier to complete.)

\_\_\_\_ Verify accuracy of the information

- ☐ **Fill in squadron name, charter number, and period the report covers.**

- ☐ Fill in your information as unit AEO [name, CAPSN, date you were assigned as squadron AEO, address, telephone number(s), e-mail, and (if appropriate) your 215 rating, your Yeager Award date, and date your squadron commander received the Yeager Award.
- ☐ Brief narrative providing information regarding your unit AEPSM program (this year).
- \_\_\_\_ How do you encourage and assist squadron senior members to complete the AEPSM (classes/instructors/kits/self study)?
- \_\_\_\_ How many senior members completed AEPSM and earned the Yeager Award this year?
- \_\_\_\_ How many senior members are in the squadron and how many have the Yeager Award?
- ☐ Brief narrative providing information regarding your unit 215 Specialty Track program (this year).
- \_\_\_\_ How do you encourage and assist squadron senior members to complete the 215 Specialty Track (recruit/train)?
- \_\_\_\_ How many are enrolled in the 215 specialty track rating? How many completed a 215 specialty track rating?
- \_\_\_\_ How many senior members are in the squadron and how many of that total have the 215 T, 215 S, 215 M rating?
- ☐ Provide the number of cadet aerospace education counselors in your unit.  
[A senior member or Phase III or IV cadet.]
- ☐ Respond "yes" or "no" to your attendance at: wing conferences / aerospace education seminars / region aerospace education conferences / the National Congress on Aviation and Space Education.
- \_\_\_\_ List dates, location of each on the back of the form or on an attached sheet.
- ☐ Report number of AE programs your unit members conducted in local school(s) aerospace education programs.
- \_\_\_\_ List type of AE program, squadron presenter(s), school name, address, contact person, and date of activity on back of form or on attached sheet.
- ☐ List names of all community groups and organizations that you or any squadron member addressed or worked with to support aerospace education programs during the year.
- \_\_\_\_ List AE activity, location, name of group, contact person, squadron presenter(s) and date on the back of the form or on an attached sheet.
- ☐ List all internal aerospace education activities the squadron has been involved in during the calendar year.
- \_\_\_\_ Examples include guest speakers, field trips, model rocketry events, quiz bowl/trivia competitions, model airplanes events, special flight opportunities, visit to aerospace industry, Aerospace Education Excellence Award program activities, air shows, fly-ins,

etc. Document by recording the activity, presenter/group leader(s), date, and any special remarks on the back of the form or on an attached sheet.

- ☐ Respond "yes" or "no" to conducting aerospace current events discussions at unit meetings.

\_\_\_\_\_ How many times did the squadron meet this year? At how many of these meetings were aerospace current event discussions conducted? What were sources of the current events information?

- ☐ Briefly describe contacts you have with the Wing DAE (action plans, award nominations, reports, etc).

- ☐ Briefly describe AE support resources in the squadron (bulletin board, resource center, AE instructors).

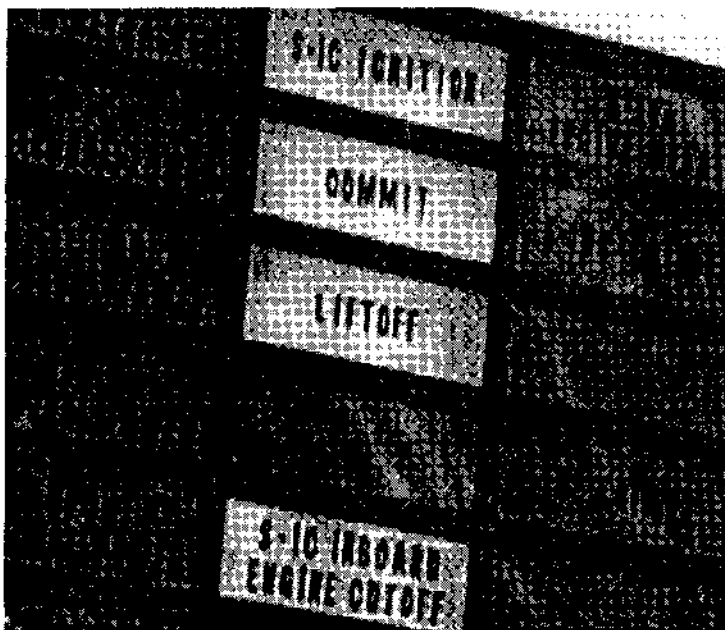
- ☐ Sign and obtain the signature of the squadron commander.

- ☐ Submit annual report by 15 December to Wing DAE - be certain to maintain a file copy of the complete report.

\_\_\_\_\_ Provide copy of signed report to the squadron commander.

\_\_\_\_\_ If you have a group Aerospace Education Officer, provide a copy of the report for the group AEO's files.

Space Shuttle pilots who are in training for a specific mission receive intensive instruction in Orbiter approach and landing. This instruction is given in special Shuttle Training Aircraft, which are Gulfstream II business jets modified to perform like the Orbiter during landing. NASA has .....



four of these Shuttle Training Aircraft. Because the Orbiter approaches landings at such a steep angle (17 to 20 degrees) and high speed (over 300 miles per hour), the Shuttle Training Aircraft approaches with its engines in reverse thrust and with the main landing gear down. This approach helps to increase drag and duplicates the unique glide characteristics of the Orbiter. Assigned pilots receive about 100 hours of training in the Shuttle Training Aircraft prior to their flight. This is the equivalent of 600 shuttle approaches. In between these training sessions, the crew members continue to keep themselves up-to-date on the status of the space craft and payloads for their assigned mission.